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Motion was made by Mr. Wolf, and seconded by Mr. Lapp, that this resolution be adopted. Motion was carried. Mr. Handy then announced that these appointments would be turned over to the incoming administration. He then introduced the president-elect, Mr. R. H. Johnston, of Washington, who took the chair and greeted the members.

A motion was immediately offered that a vote of thanks be tendered to the president who has guided the Association during the last two years. The motion was duly seconded and carried.

Meeting adjourned at 10:45 p. m.

GUY E. MARION,
Secretary.

NORMAL AND HIGH SCHOOL LIBRARIANS

JOINT MEETING

The second annual meeting was called to order by Miss Mary E. Hall, librarian of the girls' high school, Brooklyn. The opening address, on "College and normal school courses in the use of the library and in children's literature," assigned to Dr. P. P. Claxton, U. S. Commissioner of Education, was delivered, in his absence, by Dr. Samuel P. Capen, specialist in higher education in the Bureau of Education.

The library is a laboratory, the only one everyone has to keep on using after school is ended. It is absurd to expect a student to use a laboratory without instruction. That teachers have not told students how to unlock the library is extraordinary. Statistics, in the report of the Commissioner of Education for 1912, on the spread of courses in the use of the library, analyzed by Dr. Wolcott, were given. Figures for 1913, from manuscript in the Bureau of Education, show an increase of institutions offering such courses. These courses are of two kinds: 1, those offering instruction in the technical part of library work; 2, those giving instruction in the use of books and in children's literature. The second is the more useful. Three publications mark the advance of library courses in schools. The report to the National Education Association in 1905 of the Committee on instruction in library administration in normal schools; the report of Mr. James V. Sturgis, principal of the Geneseo State Normal School on the training of teachers

in the use of books, in the National Education Association proceedings for 1910, and the report of the Committee on normal school libraries, in the proceedings of the same for 1913. These reports show that the movement is growing rapidly. Results when commented on have a favorable verdict, for pupils are able to do their school work faster. Library lessons should be given in high schools in order that normal schools may specialize on courses for teachers.

Dr. J. D. Wolcott, librarian of the Bureau of Education, told how the library of the Bureau of Education may serve the schools. He said he wished to extend the service of the library and welcomed suggestions for its wider use. The library has a large collection of pedagogical material, both old and new, and an attempt is made to have it as complete as possible. While it is primarily for the use of the specialists of the Bureau and for the staff, the aim is to make it a circulating and reference library for the whole United States, as well as a clearing house for statistics and information. Books are loaned freely to public, university and normal school libraries, and to responsible individuals. Since last fall package libraries have been sent to school superintendents of towns, cities and counties. These libraries contain from twenty-five to fifty books, selected either by the superintendent or by one of the staff of the Bureau, bearing on the topics to be discussed in teachers' meetings. The bibliographic service furnishes free informa-

tion to everyone on educational topics, library work with children and lists of books for school libraries. Reference lists on nearly 1,000 educational topics are on file, and new lists are often compiled on request. The monthly record of current publications is sent free to anyone who wishes it. Other services are, indicating government publications that can be used in school work, printing cards for educational books and giving advice about the organization of school libraries.

The school library exhibit, prepared by Miss Ida M. Mendenhall, is to be maintained permanently and sent out to state and national meetings. The library hopes to undertake to collect and to organize a model school library. A chapter on library progress is a feature of the commissioner's annual report. A report of school library statistics, issued every five years, is to be issued this year.

A letter was read from Dr. Claxton expressing his interest in library work and the conviction that "the time must soon come when every county will have at least one good central library with branches within all its villages and cross-roads places and with distributing points in all its schools. In addition to this every school should have a collection of books of its own."

Mr. Willis H. Kerr, librarian State Normal School, Emporia, gave a survey of the school library situation. He characterized the situation as one of surprising hopefulness. The following publications have been issued since the last meeting: Miss Ida M. Mendenhall's report of the Committee on normal school libraries, now published as a separate by the National Education Association; Miss Martha Wilson's *Books for High Schools*, an A. L. A. reprint, and *Books for Elementary Schools*, published by the State Department of Education, St. Paul; Miss Mary J. Booth's *Material on Geography*, which may be obtained free or at small cost, also an A. L. A. reprint; Miss Mary E. Hall's *Vocational Guidance Through the Library*, also an A. L. A. reprint.

A statement on library service in schools and the status of school librarians was adopted by the library section of the National Council of Teachers of English at Chicago on November 28, 1913, and by the Illinois Library Association at Chicago on December 31, 1913. It was presented to the Council of the A. L. A. at Chicago January 2, 1914, and referred to a committee (printed in *Library Journal*, 39:129, February, 1914. *Public Libraries*, 19:55, February, 1914).*

School librarians should be organized as a section of the A. L. A., with work outlined and pushed forward from year to year by committees. Library topics should be secured for the general programs of teachers' meetings. A yearly revision of a school library purchase list should be attempted. Facts and statistics are needed in regard to the number of school libraries, how used, how supported; also a study should be made of an elementary school and high school library budget.

Mr. Joseph F. Daniels, librarian of the public library at Riverside, Cal., spoke of teaching library work to normal school students in 1896 at the State Normal School in Greeley, Colo.

"Southern high schools must have state appropriations for libraries," by Dr. Louis R. Wilson, librarian of the University of North Carolina, was read by Miss Annie F. Petty. In North Carolina state and town-supported high schools have had for support only the \$30 provided for elementary schools. The state library commissions and state universities are helping in establishing high school libraries and in North Carolina the establishment of a high school debating league has also helped. Great need is felt for the immediate provision of a state library fund for high schools.

Mrs. Pearl Williams Kelley, State Board of Education, Nashville, stated the laws pertaining to school library work in Tennessee. Since 1909 school libraries have

*Adopted by the Council at its Washington meeting.

been part of the state educational scheme. The State Board of Education has been authorized to have a department of library extension which urges instruction in the use of books, and in children's literature, makes exhibits and helps to correlate schools with public libraries. The remotest counties of the state have been penetrated. The greatest need is for library instruction in normal schools.

Miss Rosa M. Leeper, Dallas public library, discussed school library work in Texas. A school library law is being agitated, as there is no provision for school libraries. Statistics show there is not one library book per child in the state.

Mr. F. K. Walter of the New York state library school stated that during the past year the Library Institutes committee of the New York Library Association had tried to get teachers and superintendents to attend library institutes, with the result that between thirty-five and forty per cent of those attending the institutes were teachers and school people. The course given pupils in schools must emphasize the non-technical side of library work, teaching them to use reference books and the catalog.

Dr. Sherman Williams, chief of the school library division, State Education Department, New York, said there were 11,000 school districts in New York and that all except forty-three have school libraries. In rural schools the teacher is the librarian. When any school of high school grade appoints a librarian, \$100 is given by the state. Small communities may unite with the school board and employ a librarian. The commissioner of education is to make rules in regard to the qualifications of the librarian.

The Nominating committee, Miss Marie A. Newberry, Mr. Willis H. Kerr and Miss Anna Hadley, recommended the following, who were unanimously elected:

President, Miss Martha Wilson, St. Paul, Minn.; Vice-President, Mr. Joseph F. Daniels, Riverside, Cal.; Secretary, Miss Fanny D. Ball, Grand Rapids, Mich.

The following resolutions were unanimously adopted:

Resolutions

The school librarians of the United States, in session with the American Library Association, at Washington, May 29, 1914, desiring to further the interests of school libraries in all educational institutions, do hereby record our convictions as follows:

1. **Resolved**, That we record our profound pleasure and thanks for the very great and very helpful interest and cooperation of the United States Commissioner of Education, Dr. P. P. Claxton; of Mrs. Claxton; of Dr. J. D. Wolcott, librarian of the Bureau of Education, both in this meeting, in the notable school library exhibit now a permanent part of the educational equipment of the Bureau of Education, and in the furthering of school library progress the country over.

2. **Resolved**, That we record our appreciation and thanks to the A. L. A. Publishing Board for its encouragement of the school library movement by the publication of several school library documents.

3. **Resolved**, That we record our conviction that as a part of their educational equipment and staff, all schools should avail themselves of the same highly efficient library organization and service with which the general public is served. We regard the properly equipped and administered school library as fundamental in modern educational work; it facilitates, applies and enriches the whole process of education. We therefore endorse the statement adopted by the American Library Association, as follows:

In view of the rapid growth of the school library and the importance of its function in modern education, the following statement is presented for the consideration and approval of educational and civic and state authorities:

First: Good service from school libraries is indispensable in modern educational work.

Second: The wise direction of a school

library requires broad scholarship, executive ability, tact and other high-grade qualifications, together with special competency for the effective direction of cultural reading, choice of books and teaching of reference principles.

Third: Because much latent power is being recognized in the school library and is awaiting development, it is believed that so valuable a factor in education should be accorded a dignity worthy of the requisite qualifications. Further, it is believed that in schools and educational systems the director of the library should be competent in scholarship, talent and teaching power, equally with the head of any other department of instruction in the same school; should be enabled, by having necessary equipment and assistants, to do progressive work, and should be recognized equally with the supervisors of other departments as an integral part of the educational system.

4. Resolved, That this body make the proper petition to the Council of the American Library Association for the establishing of a School Library Section of the American Library Association.

5. Resolved, That we express to Miss Ida M. Mendenhall and Dr. John Cotton Dana our hearty appreciation of their thoughtful and indefatigable labors in the preparation of the school library exhibit of the Bureau of Education, which it is believed will prove to be a landmark in the history of American school library development.

6. Resolved, That we thank Miss Laura N. Mann, librarian of the Central high school of Washington, and the other school librarians of Washington for their cordial welcome to us and their efforts in behalf of this meeting.

ROUND TABLE OF NORMAL SCHOOL LIBRARIANS

Miss Mary C. Richardson, State Normal School, Castine, Me., led the round table which convened immediately after the close of the joint session.

Miss Gertrude Buck, State Normal School of Emporia, answered the question: "Do teacher librarian graduates find positions?" They do find positions, but not all as teacher librarians. At least they get the inspiration of the course and the children in their care get the benefit.

Mrs. P. P. Claxton, Washington, D. C., who was to speak on the need of state supervision for school libraries, was unable to be present. Tennessee and Minnesota have a supervisor of school libraries in the Department of Education. There is a difference of opinion as to whether this work should be undertaken by the library commissions or by the Department of Education. The library commissions feel it is their work, while the teachers feel its force more if it is in the Department of Education. The library people do not know the work of the schools, while the school people are restricted in interests. The teacher knows the children, the librarian knows the books, and both should work together.

Miss Lucy E. Fay, University of Tennessee, Knoxville, spoke on the topic, "Is there need of standardizing library courses in normal schools?" Only a few schools give adequate training. A committee should be appointed to urge a minimum course of general library lessons, of children's literature and of practice lessons in the grades. There should be a course for rural school teachers and one for high school teachers.

Miss Fay was appointed chairman of a committee to make a report on recommended courses at the next meeting.

Miss Julia A. Hopkins, School of Library Science, Pratt Institute, discussed "Some essentials in library instruction." The normal school student should know how to use the library, should have knowledge of the coöperation with public libraries and should be fitted to teach the pupils in his care how to use the library. Restrict reference work to few books and train the students how to select from a group of books the best book on the subject. Cataloging, confined to the

use of the catalog, should be given to show filing arrangements and the relations of the subjects in the catalog. The correlation of work is of great importance, classification is not one thing, reference another, cataloging another, but all taken together throw the library open to the student. The work should fit in with the work of the school and make the teacher feel that the library will lighten her work.

The question of getting pupils to read good books was discussed. Displays of new books, lists of over-Sunday books, picture exhibits with books nearby were suggested.

ROUND TABLE OF HIGH SCHOOL LIBRARIANS

Immediately after the joint session of the normal and high school librarians the round table of the latter was called to order by the chairman, Miss Anna Hadley, Gilbert high school, Winsted, Conn., with Miss M. A. Newberry acting as secretary.

The first speaker was Prof. Emerson of the University of Vermont, who gave a most inspiring talk on "Some books of value to the high school teacher." Agreeing with an earlier statement that the library was a laboratory and the only laboratory that would be used through life, he further stated that it was one great power that could be used to vitalize instruction in the high school. The high school pupils are in what Prof. Emerson chose to call the "cyclopedic age." Facts are their domain; therefore encyclopedias, handbooks, etc., must be in the high school library. This is especially necessary for those intending to go to college in order that they may have a proper basis and foundation of facts through which they can interpret the newer problems. Too often, Prof. Emerson reminds us, do these people come to college without a proper knowledge of ordinary geographical and biographical facts. Then, too, there must be the books which will give appreciation

of the three great factors of life—literature, art and science. Let there be literature, first and foremost, in which heart and soul appear, be it Shakespeare or Stevenson; art which shows a harmonious, dignified and complete relation of purpose and result, as illustrated in the Pan-American building or in a St. Gaudens statue; and science, the essence of truth, not mere technology, but the narration of the great truths of scientific knowledge. If we send people out with a sense of literature, art and scientific truth, then will the library serve as a laboratory through life.

Miss Alice Reins, of City College Library, Baltimore, emphasized the fact that pupils should know books other than their textbooks and recommended original sources. "The librarian," she said, "may take him to the wood, but he must catch and cook his hare before he can partake thereof."

This discussion was followed by an excellent paper on "Library methods in the high school," by Miss F. M. Hopkins, Central high school, Detroit, Mich., who said in part that the high school librarian meets the pupils at an age when they are most open to the influence of idealism, most anxious to try their wings in lines of self-direction, and most impressionable, when a taste for cultural reading can best be formed, or on the reverse side a liking for the commonplace can find its permanent hold. Surely our duty is clear. We must not only make known to them the bibliographical aids that exist, but must also reveal to them the wealth of material to which they can turn during their leisure hours.

The meeting adjourned to meet at the luncheon for which Miss Mann had arranged. While this did not prove feasible, thus necessitating the omission of two of the topics, all felt that the meeting with others and the consequent exchange of ideas was not only a valuable but delightful close to a most helpful meeting.